No Child Left Behind Act of 2001

The Improving Teacher Quality State Grants Program

2007 REQUEST FOR PROPOSALS
Technical Assistance Workshops

Workshop Agenda

- **Introductions**
- **Overview of CPEC and ITQ**
- **RFP Requirements and Timeline**
- **The 2007 Initiative—Early Elementary Education—Grades K-2**
- **Scientifically Based Research in RFP Evaluation**
- **What Proposers Need to Know**
- **Questions & Answers**

The California Postsecondary Education Commission

- **CPEC –**
  - **created by state law in 1974**
  - **policy and planning coordination for California postsecondary education.**

- **State law designates CPEC as State Agency for Higher Education (SAHE).**
  - **requires data collection and reporting**
  - **CPEC also responsible for oversight of federal grant programs related to postsecondary education.**

CPEC's Role in Federal Programs

- **1985 – CPEC began administering federal funds to improve content knowledge and instructional skills of K-12 teachers.**

- **1989—ESEA enacted—program became the Dwight D. Eisenhower Mathematics and Science Education State Grant Program.**

- **1994—Eisenhower Program reauthorized, expanded to all core curriculum subjects.**

- 2001—No Child Left Behind (NCLB) Act passed—program continued as Title II, Part A of NCLB.

- Under NCLB, Eisenhower Program became Improving Teacher Quality (ITQ) State Grants Program.

- NCLB up for reauthorization in 2007. U.S. Dept. of Education recommends continuing ITQ State Grants Program.

California Department of Education Role

- **CA Department of Education administers formula and Math-Science Partnership Grants under Title II Part A.**

- **CDE to K-12: about $326 million a year**

- **CPEC to IHEs & K-12: $8 million a year**

- **For K-12 program, contact Robert Lee – 916- 323-5799 or rlee@cde.ca.gov.**

NCLB Title II Part A – ITQ

● **NCLB Title II Part A: aims to make sure all teachers are "highly qualified" and can support student achievement.**

● **Title II Part A grants target core academic subjects. K-2 focus is on Reading/ Language Arts, Mathematics, Science, Social Studies.**

● **Multiple subjects may be addressed.**

Major Goals of ITQ

- **Enhance professional development of California teachers in subject matter content <u>and</u> instructional strategies**

- **Increase level of student achievement**

- **Select projects with a sound plan that includes high-quality, standards-based curriculum and instruction that engages ALL students.**

What ITQ looks for in Projects

- **Projects should:**
  - **Be sustained, intensive, and of high quality.**
  - **Connect with challenging academic standards.**
  - **Include strong academics and instructional strategies.**
  - **Address the needs of English Learners and other students with unique needs.**
  - **Value and demonstrate the essential role of teachers in planning and implementing professional development activities.**

Improving Teacher Quality 2007 Request for Proposal

Requirements and Application Timeline

Mandated Requirements: Eligible Partners

- **An eligible partnership MUST involve a school or department of education, <u>and</u> a department within the college of arts and sciences <u>and</u> a high-need K-12 Local Educational Agency (LEA). Award goes to an institution of higher education (IHE).**

Mandated Requirements: What must be included

- **Eligible projects MUST draw from scientifically-based research.**

- **Eligible projects MUST contain an evaluation research plan to add to current research base.**

- **Eligible projects MUST include a high-need LEA and MUST serve high-need school(s).**

Mandated Requirements: Letter of Intent to Submit a Proposal

- **In order to receive an application, eligible partnerships MUST submit a Letter of Intent by May 25th.**

- **Application documents will be mailed or made available in electronic form the following week.**

- **The Letter of Intent must include a two-page summary of the proposal—no attachments.**

- **MUST be signed by <u>both</u> IHE partners (Education AND Arts & Sciences) and LEA partner**

- **Institutions may apply for more than one grant. Separate Letter of Intent must be submitted for each grant.**

Important Dates

Friday May 25, 2007 by 4:00 p.m.
Deadline for Submission of Letter of Intent

In order to receive application forms:

"Letter of Intent to Submit a Proposal" form must be received at CPEC by the deadline.

Fax okay if mailed copy is received by May 29th. NO E-MAIL.

Important Dates

Tuesday, July 3, 2007 by 4:00 p.m.

Deadline for Submission of Proposal Application

Grant proposals MUST be delivered to CPEC no later than 4:00 p.m. on Tuesday, July 3, 2007.

NO E-MAIL or FAX—
Submission of multiple copies for readers required.

Important Dates

August 20-31, 2007 (tentative)

<u>Finalist Interviews</u>

Interviews for selected proposals to be held in one or two CA locations.

Attendance required by teams that represent at least the principal partners (two IHE, one LEA).

Important Dates

October 1, 2007 (approximate)

Award notification

Notification of awards will be made on or about October 1.

Timeline Recap

- **Friday, May 25, 2007**
  -Submission of Letter of Intent forms

- **Tuesday, July 3, 2007**
  -Submission of Proposal Application

- **August 20-31, 2007 (tentative)**
  -Interviews of finalists

- **October 1, 2007 (approximate)**
  -Awardees notified and grants announced

For more information:

- **CPEC RFP Web site—main source: www.cpec.ca.gov/FederalPrograms/ RFP.asp**

- **E-mail: Teacher_Quality@cpec.ca.gov**

- **Call: Karen Humphrey 916-445-1504 Natalie Sidarous 916-322-7984.**

The 2007 RFP Initiative

- **Early Elementary Education—Grades K-2**
- **Covers entire K-2 grade band in whole schools or districts**
- **3 years for PD; 4th year for research**
- **Grant amounts--$200,000 to $1 million**
- **8 to 12 grants to be awarded.**

Improving Teacher Quality State Grants Program

2007 Competition

California Postsecondary Education Commission

The 2007 Initiative

The 2007 Initiative

Articulation with pre-school standards

- New set of formal partners for K-2
- Opportunity to double-anchor practices
- Opportunity to begin shared planning & articulation

The 2007 Initiative

ELA & ELD Issues

- Re-introduce/strengthen content instruction in K-2 classrooms

- Opportunity to test models of integration of ELA & content area instruction

- Find a balance between instruction in process & content

The 2007 Initiative

Parent Education

- Creating & maintaining communication & collaboration

- Empower skill development

- Help teachers understand culture of students and families

- Enhance student learning

The 2007 Initiative

Principals and School Administrators

- Chief academic officer & more
- Critical component of successful long-term reform
- Need PD too

The 2007 Initiative

Special Education

- Early identification and assistance
- Modification and differentiation of instruction
- Coordinating classroom & specialist services

Scientifically Based Research

All truth passes through three stages.
First, it is ridiculed.
Second, it is violently opposed.
Third, it is accepted as being
Self-evident.

- Arthur Schopenhauer

The Knowledge - Research Continuum

All Projects:

1) "MUST draw from scientifically based research;

2) MUST contain an evaluation research and dissemination plan for adding to the existing research base that provides a foundation for the project."

The Knowledge - Research Continuum

In practice, this means that:

1. Proposed interventions be supported by scientifically based research

2. Projects contain an "SBR" component (the project-within-the project)

3. Projects have a strategy for contributing their results to the SBR knowledge base

What is Scientifically Based Research (SBR)?

- NCLB defines SBR as "research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs."

- ERIC Digest 167 - April 2003 attempts to operationalize this as, "Persuasive research that empirically examines important questions using appropriate methods that ensure reproducible and applicable findings."

What is Scientifically Based Research (SBR)?

- USDOE papers and reports state that SBR includes research that:
    1. Employs systematic, empirical methods that draw on observation or experiment
    2. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions

What is Scientifically Based Research (SBR)?

CONTINUED

3. Relies on measurements or observational

methods that provide reliable and valid data

across observers and studies

4. Is evaluated using experimental or quasi

experimental designs with controls and a

preference for random assignments

What is Scientifically Based Research (SBR)?

CONTINUED

5. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication

6. Has been accepted by a peer-reviewed journal or similar process

What Works Clearinghouse (w-w-c.org)

- WWC Evidence Standards

- The link to "Reporting the Results of Your Study"

- Research reviews of the following areas:
  a) Beginning Reading,
  b) Early Childhood Education,
  c) Elementary School Mathematics, and
  d) English Language Learners

Professional Development Assessment Pyramid

I.   PLATINUM STANDARD - Controlled experiments demonstrating causality of student achievement

II.   GOLD STANDARD - Standardized tests demonstrating a rise in student achievement

III.   SILVER STANDARD – Data demonstrating
       Teachers moved along the "learning to teach" continuum to HQT status

IV.   COPPER STANDARD – Pre-post assessment
       Of intervention designed to increase Teacher content knowledge

V.   LEAD STANDARD – Teacher self-reports about (e.g., How they liked the intervention, how much more knowledgeable they now are, how their teaching changed)

What Does SBR Look Like?

- <u>Controlled intervention experiments focused on changes in student achievement</u>

- Research studies must be data rich including data about both student achievement and changes in teacher classroom behavior

What Does SBR Look Like?

- Research designed to overcome four threats to study validity:

    1. Were the intervention and outcome properly defined?

    2. Was the intervention the cause of the change in the outcome?

    3. Was the intervention tested on relevant participants and environments?

    4. Could accurate effect sizes be derived from the study report?

What SBR does NOT Look Like...

THE COMPLETE CARTOONS OF THE NEW YORKER

"Tell us, if you can, William, how you feel about first grade."

754

The Proposal Must be Supported by SBR

1. <u>Principles of Effective Professional Development</u> (Abdal-Haqq, Darling-Hammond, Garet, Wilson and Berne, CPEC A&D)

   - Acknowledgement of the role of teachers' prior knowledge and values
   - Grounding in a specific content area

The Proposal Must be Supported by SBR

- A direct link to the practice of teaching
- Coherence with other learning activities
- Collective participation within the same grade, subject, school, or district
- Opportunities and adequate time for training, practice, and feedback
- An equitable and professional treatment of all teachers

The Proposal Must be Supported by SBR

2. <u>Subject Specific Studies</u>

"A strong case can be made for attending more

to the content of inservice teacher education

and less to its structural and organizational

features."

    - Mary Kennedy, "The Relevance of

    Content in Inservice Teacher Education"

The Proposal Must be Supported by SBR

2. <u>Subject Specific Studies</u>

- Individual researcher work (e.g., published studies)

- Eisenhower National Clearinghouse (Math & Science)

- What Works Clearinghouse (w-w-c.org)

The Proposal Must be Supported by SBR

3. <u>Site Specific Studies</u>

- • Needs/Demand analysis for proposed treatment at proposed site(s)

- • Pilot studies for proposed work

- • Evaluations of previous work done by this proposed partnership

Results Must Contain A Strategy For Dissemination

- WWC Evidence Reports
- Potential audiences
  - Educational Research Organizations (AERA)
  - Subject Specific Organizations (NCTM, CSTA)
  - California Professional Development Specialists (NCLB grantees, CSMPs,)

Results Must Contain A Strategy For Dissemination

CONTINUED

Potential strategies
- Journal articles
- Project publications
- Conference presentations
- Workshops

What Proposers Need to Know

What Proposers Need to Know

Specificity

- Implementation plan

- Partnership plan – <u>GENUINE COLLABORATION</u>

- Roles & responsibilities

What Proposers Need to Know

Data should demonstrate previous success, and link to plan to show measurable impacts

- Thoughtful attention to goals, objectives and hypotheses
- Internal Research Project/External Monitoring
- Thoughtful examination of issues related to data collection
- Clear links to prior intervention research

What Proposers Need to Know

Matching the case for need, the specific

site & the proposed intervention

- Performance vs. treatment deficit
- Is there <u>SPECIFIC</u> evidence to warrant the proposed intervention?
- Going beyond generality: Site specific data

What Proposers Need to Know

Budgetary Issues

- Matching the plan and the requested resources

- Explanation of staff functions

- Subcontract uncertainties (especially with the private sector)

What Proposers Need to Know

Strength of argument/evidence for
Sustainability

- Long term planning for reform initiatives
- Awareness of constraints of schools and systems
- Leadership

What Proposers Need to Know

Analyses of the role of ELD in the project

- Match with needs/implementation
- Model
- Resources